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ABSTRACT

The purpose of this report is to evaluate the Edith Bowen Laboratory School (EBLS) at Utah State University. EBLS contributes to Utah State University by assisting in the training of preservice teachers, provides a quality education for elementary school students; and incorporates the interests of three local school districts. In 1989, a master plan developed for Edith Bowen included experimental projects in the areas of cross-age grouping, integrated curriculum, and alternative assessments. In addition, a framework was provided for increased research, development, and dissemination efforts. As the school approached completion of its 5-year master plan, a committee was selected to evaluate the school's mission, governance, program, and program funding. The findings, commendations, and recommendations of this assessment are presented in this booklet. It is suggested that a new 5-year plan be developed which modifies the EBLS mission and goals to meet the evolving needs of the 1990's. The bulk of the document is made up of the following appendixes: (1) the 1989 Master Plan for the EBLS (2) EBLS admission policy; (3) source of funding 1992-93; (4) Utah's Strategic Plan for Public Education; (5) EBLS Laboratory School Evaluation Committee Members; and (6) the EBLS evaluation report bibliography. (LL)

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**Report of the
EDITH BOWEN LABORATORY SCHOOL
EVALUATION COMMITTEE**

**submitted to the
1994 Utah State Legislature**

January, 1994

**by the
Utah State Board of Education**



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Summary

Although a one day visit to the Edith Bowen Lab School is not sufficient to draw detailed conclusions about the research and programs of the school, the evaluation team has confidence in its overall impressions. Edith Bowen is the only laboratory school currently in operation in Utah. It makes an important contribution to Utah State University by assisting in the training of preservice teachers. At the same time it provides a quality education for elementary school students, incorporating the interests of three local school districts. Local districts benefit, as do all districts in the state, from well-trained student and graduate teachers, of whom 92% remain in Utah to begin their professional careers. In addition, Edith Bowen undertakes important experimental projects which are disseminated and serve as models statewide.

In 1989, a master plan for Edith Bowen was developed by its Advisory Committee consisting of members from Utah State University, the State Office of Education, Logan, Cache and Box Elder Districts, and State PTA. The school has responded to its plan which included experimental projects in the areas of cross-age grouping, integrated curriculum, and alternative assessments. The committee is positive about the manner in which the school is currently meeting the needs of students and fulfilling its responsibilities to Utah State University, local districts and the state. The committee recommends that the school complete a new five-year plan in 1994 to determine future directions for the school to be developed in response to the Utah Strategic Plan for Public Education.

Many parents from Logan, Cache and Box Elder districts desire to enroll their children in Edith Bowen. A waiting list of 900 names is on file. Upon close examination, the committee finds that the demographics of students enrolled in the school are closely aligned with those of local districts and urges the school to publicize that fact to dispel any possible misconceptions regarding enrollment. The committee also urges the school to find ways to increase the dissemination of its research efforts to more fully benefit schools and districts across the state.

The committee finds that districts who send students to Edith Bowen are receiving different treatment by the state from that given to other schools or districts who might send students to private organizations or other districts for services. The committee recommends that indemnification funds to Logan, Cache and Box Elder districts should be eliminated over a three year period. The committee also recommends that the three districts be compensated for the important services they contribute to the operation of Edith Bowen. It is further recommended that the school receive funding to support its research and dissemination efforts.

Background

For more than a century, laboratory schools have significantly contributed to teacher education, research and development in the United States. Laboratory schools have decreased in number over the past few years; however, there is a current renewal of interest. There are now 114 laboratory schools associated with colleges and universities worldwide. These schools are involved in the areas of research, experimentation, clinical teaching experiences, and curriculum and staff development.

The lab school concept at Utah State University was initially established in 1928, at what was known as the Whittier School. Over the years, the lab school concept developed and in 1958, in cooperation with the Logan City School District and Utah State University, a new building was dedicated on the university campus. That building bears the name of an influential Utah educator, Edith Bowen. In 1974, acting upon the request of the Utah State Superintendent of Public Instruction, Utah State Board of Education, Utah School Boards Association, Utah State University, and the Utah Legislature, provisions were made to solidify financial support for programs at the school and to create the Edith Bowen Lab School.

Students attend Edith Bowen from Logan, Cache and Box Elder Districts. Admission is governed by a policy designed to ensure a diverse student population. There are currently thirteen teachers at the school and 336 students from kindergarten through fifth grade.

An advisory board serves as a representative body to determine program interests of the Utah State Board of Education to be promoted at the school. It also has the power to establish and/or approve general program and administrative guidelines and policies for the operation of the school; to promote coordination of programs of mutual interests between the State Board of Education, Utah State University, local school districts, and patrons of the school; and to assist in obtaining financial and other resource support for the school.

Funds for operation of the school come mainly from four sources: (1) state public school funds allocated through the USBE in cooperation with local school districts; (2) funds from the USBE contingency fund; (3) state funds allocated through Utah State University; and (4) gifts and grants from state, federal, and private sources. No tuition is charged students attending the regular school session.

The Edith Bowen Laboratory School is completing its five-year master plan established by its Advisory Board. The Master Plan stresses collaborative efforts among Edith Bowen and its partners and establishes a framework for increased research, development, and dissemination efforts as the school plays its unique role on into the 1990s.

Findings, Commendations and Recommendations

Mission and Governance

1. Finding: Edith Bowen Lab School's five-year plan is appropriate for the needs of the school and the state. The mission emphasizes teacher education and research and is similar to the missions of other lab schools in the United States. The goals of the school emphasize the needs of the students to receive a high quality education. The school has addressed its plan very effectively. (See Appendix A)

Commendation: The school has made a considerable effort to adapt its practices to respond to its own five-year plan and to the goals of the Utah Strategic Plan for Public Education. It has been effective in this effort.

Recommendation: The committee recommends that the currently expiring 5-year plan be reexamined by the Advisory Committee. A new plan should be developed which includes modification of the mission and goals to meet the evolving state goals and the developing needs of the school.

2. Finding: Since 1958 when Edith Bowen Lab School was constructed on the Utah State University campus, the overall governance of the school has fallen under the auspices of Utah State University, its Board of Trustees and the College of Education. The director reports to the Dean of the College of Education and serves as a member of the Administrative Council.

Day-to-day operations and decisions on policies and program changes are made by the director of the school. Consultation is acquired by the director from the faculty and staff on key issues and is communicated to the school's Advisory Board and to the Dean of the College of Education before any major action is taken.

In many cases the needs of local school administration and teachers, university administration, university students, State Office of Education, and statewide requests create a heavy burden of diverse demands to which the school is obligated to respond.

Recommendation: The committee recommends that the Advisory Board in collaboration with school leadership, university, state, and local school districts reexamine the governance structure of the school in order to find ways to relieve some of the conflicting demands of the various governing entities. This group should also address the issue of the dominance of the university in decision-making to be sure that the concerns of all parties continue to be addressed.

3. Finding: There is a perception among some educators and community members that Edith Bowen has a student body that is significantly different from those of schools in surrounding districts. In 1990 a revised admission policy was developed and approved for Edith Bowen. Enrollment currently includes 336 students from kindergarten through fifth grade. Upon close examination, it is clear to the committee that the demographics of students enrolled in the school are closely aligned with those of the local school districts. (See Appendix B)

Recommendation: The committee recommends that Edith Bowen Lab School increase its public relations efforts to emphasize the fact that the school has a diverse enrollment, similar in composition to that of surrounding districts.

4. Finding: Many parents from Logan, Cache and Box Elder districts desire to enroll their children in the school. A waiting list of 900 names is on file.

Recommendation: A 900-student waiting list indicates that the school is not able to meet the perceived need in the community. The committee recommends that future planning examine the possibility of expanding the capacity of the school and of developing similar services in the local districts.

5. Finding: Utah State University has historically provided the bulk of consultant, financial and administrative support to the school. (See Appendix C)

Commendation: The committee commends Utah State University for its continuing support of Edith Bowen and urges it to continue or expand this important undertaking.

6. Finding: Edith Bowen works in close collaboration with many governing entities, all with conflicting interests and preferences. At the administrative level, university, local district and state representatives collaborate on policy, governance and funding issues. Teachers, parents and students are included in decision-making at the school level. Edith Bowen has a well-developed site-based management plan that can serve as a model for other schools in the state.

Commendation: The committee commends Edith Bowen and all collaborating entities for the development and maintenance of a model site-based management plan.

Recommendation: The committee urges all entities to continue the high level of shared governance and find ways to disseminate information regarding this model statewide.

Program

7. Finding: Edith Bowen Lab School provides important services in many areas to Utah State University, local districts and the state. While some educational entities may have more convenient and more frequent access to its services than others, its activities add to the rich mix of educational development and experimentation in the state.

Recommendation: The committee recommends that Edith Bowen Lab School continue its program and research services to all educational entities in the state.

8. Finding: Dissemination activities at Edith Bowen relate directly to the school's mission statement and to its stated goals. Dissemination activities cover a wide range of programs and services. They include newsletters, visitation and outreach services, inservice sessions and workshops, and service to other universities and the public. The school carries on a large number of dissemination activities in addition to program and research activities.

Recommendation: The committee recommends that the school continue to actively disseminate information statewide concerning its research and program activities using varied means. The possibility of additional funding for this purpose should be examined.

9. Finding: A large number of university students participate in various roles at Edith Bowen Lab School. They receive a high level pre-service experience that is difficult to provide under less controlled circumstances.

Commendation: The committee commends Edith Bowen for its contribution to teacher education in the state.

10. Finding: Edith Bowen's activities and research efforts match closely with the mission and goals of the State Strategic Plan for Education. (See Appendix D)

Recommendation: The committee recommends that the school continue support of statewide education goals and strategies and consider the State Strategic Plan for Education when developing its next five-year plan.

11. Finding: In its research and development efforts, the school has addressed many areas of importance in educational reform during the past few years. The school effectively addresses the areas of current interest to districts in the state while protecting the educational interests of the students in the school. The major areas of research and development include cross-age grouping, integrated curriculum and alternative assessment.

Recommendation: The committee recommends that the school continue its experimental efforts with emphasis on providing a quality experience for existing students.

Funding

12. Finding: There is a difference in treatment between districts who send students to Edith Bowen and districts who send students to private organizations or other districts for service. Edith Bowen is, *de facto*, a choice school in the sense that parents choose to send their children there. Because of the new school choice laws, Logan, Cache and Box Elder districts are the only school districts in the state who receive funds (indemnification) when parents choose to send students to a school outside of the district where they reside. Districts throughout the state often contract some educational services for students with public or private organizations and do not receive indemnification.

Recommendation: Indemnification funds should be eliminated over a three year period.

13. Finding: The Edith Bowen Lab School is providing a valuable service to the State of Utah. The three districts who send students to Edith Bowen work in a partnership with the school to ensure that it succeeds in its mission. Without this support, the school would be unable to provide all the services which benefit the state. Currently, districts provide the following services:

- Advisory Board membership
- Research committees
- Curriculum and special task forces
- Teacher certification
- Nursing
- Administration coordination
- Special education coordination
- Teacher education and field opportunities for preservice teachers
- School lunch services

Recommendation: The committee recommends that funds be provided for program support to those districts who involve students in the Edith Bowen Lab School program and for the school itself to carry on the many activities which benefit educational entities statewide. Funding to districts should be based on an allowance of 25% of the value of the WPU and the number of students attending Edith Bowen from each district. The full WPU received by the district should be sent to the Edith Bowen Lab School for each student that attends the lab school.

14. Finding: The districts' contract with Edith Bowen appears to be fair and equitable to both parties.

Recommendation: The committee recommends that districts continue to contract for their students equitably.

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Appendix A

March 8, 1989

**MASTER PLAN
FOR EDITH BOWEN LABORATORY SCHOOL
AT UTAH STATE UNIVERSITY**

**I. RATIONALE FOR A CHANGE OF DIRECTION IN THE OPERATION OF THE
EDITH BOWEN LABORATORY SCHOOL (EBLS)**

There is a growing readiness for major change in the Utah public school system. This new climate is created by a flood of reports, research studies, the public's expression of dissatisfaction, and other evidences that declare the seriousness of the discrepancy between what today's students typically receive and what they will require in order to function effectively in a present that is dramatically different from the past and in a future that will be predictably challenging and complex.

Some major documents that have been published setting forth new directions and calling for fundamental restructuring of both the public schools and teacher education programs in the United States include the "Nation at Risk Report" (1983), the Carnegie report, "A Nation Prepared" (1986) and the Holmes Group, "Tomorrow's Teachers" (1986). The most recent document calling for restructuring of Utah schools is the Strategic Planning Commission's report, "A Shift in Focus" released in 1989 by the Utah State Board of Education. This report presents a number of suggested reform activities and a change of emphasis in thinking about the purpose and operation of Utah public schools.

Within this enhanced environment for reform and change, Utah State University, the participating local school districts, and the Utah State Office of Education, the three partners involved in the operation of the Edith Bowen Laboratory School, have reviewed the purposes, relationships, and services provided by the school. The purposes of the review were to strengthen the excellent partnership relationships of the past and determine ways to enhance the primary education of pupils in Utah elementary schools in the most efficient and equitable way possible.

Historical Perspective

Historically, laboratory schools were common extensions of colleges/schools of teacher education and provided a convenient forum for student observation and practice teaching. Laboratory schools flourished in the 20's and 30's (Edith Bowen was established in 1928) and moved, to varying degrees, through at least four phases: 1) the demonstration school, 2) the model school, 3) the practice school, and 4) the experimental school.

Over the past several decades, laboratory schools that could not, or would not, adjust to changing circumstances and demands have been disappearing. The changes in successful laboratory schools included greater emphasis in research, experimentation, and outreach to the educational world beyond the campus. The laboratory schools that survived and succeeded concentrated on developing themselves cooperatively with critical partners, such as local and state school systems. Research also indicates that the future depends on the ability of such schools to provide services needed for educational improvement but that are not easily or as readily available elsewhere. In other words, the effective laboratory schools of the future will be those that continue to explore and test unique practices in a unique setting and that then facilitate the transfer of proven innovation to the larger system.

The Edith Bowen Laboratory School is operating today from a position of strength. It has a solid reputation for quality work, strong community and University support, and for having an attitude of courage to take on new challenges. The leadership of USU and the school's administration and faculty have confidently led out in responding to changing times and needs. At this point in history, EBLS is ready for the work involved in the effective transition to new roles, scope, and programs.

II. QUESTIONS

Some of the questions raised relative to possible changes at the EBLS:

1. What are the unmet needs in: a) research and development, b) the public/community interest, c) the university, and d) the public schools that the EBLS can best address?
2. What are the unique questions in educational reform that can only be answered by a lab school?
3. What portions of research cannot be equally and effectively conducted in established 'regular' schools?
4. How can the laboratory setting at EBLS be best utilized by the USOE and local school districts to investigate, validate and disseminate promising educational reform?
5. What reasons, relationships, and rewards motivate the participant districts to be involved?
6. What are the critical ties with the host university that make the investment of human and other resources worthwhile?
7. How can the school, as an administrative unit of USU, be more "public school-like" in order to facilitate the interchange of teachers, continuity for students, and access to extra public school funding, such as special grants?
8. Where is the most effective balance between the high-risk experimental activity in a laboratory setting and the real-world application of out-comes?
9. What is the most effective balance to be achieved at the Edith Bowen Laboratory School between the quality educational needs of students and expectations of parents, and faculty and the research and development needs of the university, the participant districts, and the USOE?
10. What should be the proportionate emphasis among practicum, research, and service?
11. How can the EBLS be more fully empowered to serve, respond, and adjust to changing needs of its students and its sponsors?
12. What are the optimum administrative and governance configurations to help drive the EBLS forward?
13. What are "fair" financial shares and arrangements from the key sponsors?

14. Should EBLS teachers be USU or district employees? What are the implications of each option?
15. Should the USOE promote reform pilots and models more in public schools across the state or more in a laboratory setting? What are the possible inter-relationships?
16. What is the practical definition of "indemnification" and "program support?" How much of indemnification is for actual program support?

III. MISSION AND GOALS

The Mission of the Edith Bowen Laboratory School is to be an exemplary teacher education laboratory and research facility where the school staff and sponsors collaborate to apply and disseminate educational ideas and practices which will empower students to function effectively as adults in society as competent, productive, caring and responsible citizens.

The specific goals to be attained are:

1. A quality educational program for the elementary school students enrolled which focuses on learning.
2. A quality instructional and clinical laboratory for university faculty and students in the professional preparation programs of elementary education and related fields.
3. A laboratory for research and development in educational programs, issues, and trends related to elementary education and related fields.
4. A broad dissemination of the results of research and development activities to local, state, and national audiences.

In summary, the EBLS should become an exemplary teaching, i.e. preservice and inservice training, research, and dissemination unit, with influence and outreach capability in elementary education at local, state and national levels.

IV. FUNDING AND BASIC PREMISES

The Edith Bowen Laboratory School (EBLS) was established in 1928 and is administered by Utah State University as a unit of the College of Education. In 1974, acting upon the request of the Utah State Superintendent of Public Instruction, and Utah State Board of Education, Utah School Boards Association, and Utah State University, the Utah Legislature made provisions for utilizing USBE contingency fund money to support programs in the school and created an Edith Bowen Laboratory School Advisory Board.

Funds for the operation of the school come mainly from four sources:

1. State school funds that support the education of public school students (the Weighted Pupil Unit, etc.) through contractual agreements between Utah State University and the participating local school districts.
2. Funds from the USBE contingency fund.
3. State funds allocated through Utah State University.
4. Gifts and grants from state, federal, and private sources. No tuition, except for summer school or special programs, is charged at this time to students attending the school.

In general, the EBLs is committed to:

1. Develop, demonstrate, evaluate, and disseminate promising educational practices consistent with the goals of the Utah State Board of Education in order to improve educational practice in Utah and elsewhere.
2. Promote the teaching, research, and service goals of Utah State University.
3. Provide a high quality education for K-5 students enrolled in the school.

The EBLs operates on the premise that teaching, research and service are uniquely enhanced through this partnership with Utah State University, the State Board/State Office of Education, and the local school districts. The records of this partnership demonstrate the advancement of knowledge and improvement of practice in elementary education at both public school and higher education levels. The Laboratory School must continue to promote excellence related to this premise.

V. THE EDITH BOWEN LABORATORY SCHOOL'S ADVISORY BOARD

The Advisory Board, as created by legislation, consists of the following:

1. The President of Utah State University or designee.
2. The State Superintendent of Public Instruction or designee.
3. The Dean of the College of Education at Utah State University or designee.
4. A local participant district superintendent.
5. A staff member of the State Board of Education.
6. A staff member of a local school board.
7. A staff member of the College of Education.
8. Two lay citizens.

In addition to these members, the State Board of Education has added to the Advisory Board the State President or designee of the Utah Congress of Parents and Teachers (PTA) in order to provide the experience and statewide perspective of this major organization to the work of the the EBLs.

Members shall be appointed by the State Board of Education for terms specified by that body.

A Superintendent of the participant districts will serve as the Chair of the Advisory Board and the Director of the Edith Bowen Laboratory School will serve as the Executive Secretary (resource staff) to the Advisory Board.

The Advisory Board will:

1. Review and make recommendations about specific programs for the EBLS based upon its interpretation of the philosophy of this Master Plan.
2. Establish and/or approve general program and administrative guidelines and policies for the operation of the school.
3. Coordinate programs of mutual interest among the involved parties (the State Board of Education, Utah State University, local school districts, and patrons of the school.)
4. Obtain financial and other resource assistance for the operation of the school.
5. Help identify specific research and development projects to be conducted.
6. Help anticipate future directions and activities and then identify possible resources for their support.
7. Generally assist in the establishment and achievement of school goals and objectives.

The Advisory Board will be empowered to take a more assertive role in acting upon the mission and goals of the school.

1. Upon the restructuring of membership and adoption of this Master Plan (being presented in February 1989 for approval to the Utah State Board of Education, Utah State University, and Cache, Logan, and Box Elder Boards of Education,) the Advisory Board will establish interim and long-range work plans for the accomplishment of this Master Plan.
2. The legislated Advisory Board, as reorganized, will function as an active working group and maintain a close relationship with the administration and staff of the school in order to determine the most effective work plans to carry out this Master Plan.
3. The Advisory Board will present an Annual Agreement, established among the involved parties, to the Utah State Board of Education, participating local school districts, and Utah State University.
4. The Advisory Board will present an Annual Report of Progress to the State Board of Education, participating local school districts, and Utah State University.

VI. ROLES AND RELATIONSHIPS OF SPONSORS

The roles and relationships will be continually monitored and adjusted as needed by the legislated Advisory Board. There will be a concerted effort to maintain a balanced partnership among the sponsors. The EBLS and its unique situation can help address, for example, the needs of: a) the Utah State Board /Office of Education by being a reform/research site accessible on a statewide scale; b) the cooperating districts by

the systematic interchange of ideas, programs and personnel; and c) the University as a vital component of its three-pronged mission: teaching, research, and service. Each sponsor will provide input, negotiate roles, and will then ultimately and cooperatively plan the priorities and strategies for the school.

A. THE UTAH STATE BOARD/STATE OFFICE OF EDUCATION

The EBLs and the USBE/USOE will engage in both long- and short-term reform projects at the school. Areas requiring further attention include:

1. Unique and/or exemplary implementation of the State Core Curriculum and the development of new methods for evaluating achievements of students at the various levels.
2. Development of models in selected areas, such as mastery learning, outcome based education, use of technology, differentiated staffing, alternative scheduling, or other areas of mutual interest.
3. Conducting and/or validation of research related to USBE goals.
4. In-service programs, seminars, workshops or classes within the state.

In order to accomplish the development, research and evaluation involved in such efforts, financial and staff support should be projected by the Utah State Board/State Office of Education. For the next five year period, it is proposed that one full-time specialist position be maintained at the Laboratory School. The person filling this position would:

- A. Serve as a liaison with the Utah State Office of Education to identify and communicate state interests and needs.
- B. Incorporate these needs into the EBLs program.
- C. Help write grant proposals to obtain funds from federal and other funding agencies to promote the goals of the school and the USBE.
- D. Actively promote dissemination of EBLs accomplishments in a way to improve practice in the elementary schools of Utah.

In addition, it is proposed that various USOE Specialists spend short periods of time on reform projects at the EBLs that are of interest to the USOE.

II. COOPERATING SCHOOL DISTRICTS

The EBLs should continue to improve its cooperative linkage with local school districts that release students to the school. Areas of this cooperative linkage that require further expansion include:

- A. Innovations in the instructional program which empower students to use their minds more effectively.
- B. Development activities focused on the latest research, particularly in the areas of educational reform.

- C. Staff in-service and professional growth activities designed to enhance productivity, problem-solving abilities, new program design, and other areas as determined by staff.
- D. Development of unique cooperative programs with the elementary schools in the participating local districts. (These cooperative programs will occur in various settings, including ones at the EBLs where district level educators come into the school; at cooperating district schools where EBLs educators are involved; at other schools of the region or state where EBLs and/or district educators are involved. All such involvements will require a variety of roles for the participants, including: learning, inservice leadership, program development, replication or evaluation.)
- E. Exchanges involving teachers and staff between local districts and the EBLs.
- F. Development of an EBLs Career Ladder Program compatible with such programs in the participant districts and which stimulate the furthering of educational reform goals.

In order to accomplish these efforts, there will be: an individual selected by each district to serve as an official contact for that district, plus financial and other support arrangements between local districts and the EBLs projected for a minimum five-year period of time.

III. UTAH STATE UNIVERSITY

The EBLs is in keeping with the mission and goals of the College of Education and Utah State University by promoting three major areas: teaching, service, and research. Each of these areas will be further served by activities, such as:

A. Teaching:

1. Development of a conducive setting for observation, teaching, practicum, and internship experiences for pre-service undergraduate and graduate students from elementary education and related fields.
2. Opportunities for Edith Bowen Laboratory School faculty to teach, or assist in teaching, both resident or extension classes.
3. Opportunities to conduct special workshops, short courses, seminars, and other in-service activities, both on-site and in schools in participating districts and through extension classes and electronic distance education technology to sites throughout Utah and the region.
4. Development of conferences in the school and in other settings to demonstrate exemplary programs.

B. Service:

1. Opportunities in consulting, publishing, and other dissemination activities.
2. Development with the College of Education of a resource center to serve the University, the USOE, and local districts to house and disseminate selected video-tapes, computer programs, articles, papers, programs, results of research, and other information, and promote the use of the Anne Carrol

Moore Library and the College Curriculum Materials Center and its collection of literature, audio/visual materials, curriculum guides, state adopted textbooks, and other materials.

3. Development of ways to use telecommunications and other technology to assist in dissemination and service activities.

C. *Research:*

1. Development of a laboratory setting for research and development activities for interested units or individuals from the University, the Utah State Office of Education, and local school districts, consistent with established policies and procedures governing these activities.
2. Opportunities to assist in the development of grant proposals to support research and development activities.

Utah State University will continue to have the primary administrative responsibility the EBLs. The University will also continue its current pattern for funding of the EBLs personnel. In addition, the Department of Education, USU will allocate an additional one-fourth FTE as well as human and other resources, as appropriate and feasible, for the optimum operation of the school with particular focus on increased research and development efforts.

Utah State University will work with former Edith Bowen Laboratory School students, the USU Development Office, and the USU Alumni Association to establish and seek contributions for an independent endowment fund which will provide additional flexibility for personnel recruitment, retention, and inservice activities; extended or innovative program development; and seed grants or match money required in certain gifts or grants.

VII. ISSUES OF PROGRAM SUPPORT AND INDEMNIFYING SCHOOL DISTRICTS

The cooperating participant districts are Cache, Logan, and Box Elder School Districts. These districts are committed to the concept of a full partnership with the Edith Bowen Laboratory School. The impact of their commitment is at substantial cost regarding administrative time for the coordinating of an increasing role and relationship with the EBLs. Some additional costs are also related to insurance, liability, and personnel commitments. It is anticipated that instructional/consultant time between the EBLs and the districts will substantially increase for the districts, as the proposed expansion of an innovative laboratory develops at Edith Bowen Laboratory School. Considering the increases in program support and commitment of resources, the following points are critical:

1. Indemnification should take into consideration such costs as: busing, other transportation, utilities, etc., that remain basically stable regardless of the number of students at EBLs; thus the districts are likely to not save money in areas such as these from the transfer of their students.
2. There will be costs to the districts in relationship to supporting pilot programs and involvement with the interchange of programs and exchange of teachers. There are also costs to the district regarding the Superintendent's involvement with the Advisory Board and other staff people at Edith Bowen Laboratory School.

3. There will be increased involvement and consequently increased costs to the local school districts for program development, evaluation, disseminating, and other related programs.
4. The local school districts give up their investment of dollars in the purchase of school equipment, i.e., technical computer equipment, and classroom materials, text books, supplies, etc. that are housed at EBLs but purchased through the districts' Weighted Pupil Unit (WPU) and other contribution payments.
5. The students that leave the district to participate at Edith Bowen would not cause a substantial increase of teacher's load in the local school if they were to return. Although there is some level at which an increase in a teacher's load might occur, this would not be the case until a certain number or percent were reached.

The involvement of the school districts in making budget allocations proposed, shows a strong commitment to the Edith Bowen Laboratory School concept and support for the program. This involvement and increased financial support verifies the school districts commitment in a very meaningful way.

VIII. ACTIVITIES FOR THE NEAR FUTURE

In order for the laboratory school to continue to respond dynamically to the future, it must constantly be aware of its "markets." Most importantly, it must have a unique and creative vision that enables it to avert obsolescence through "planned diversity." Edith Bowen Laboratory School, like all successful laboratory schools of today and tomorrow, needs to be ultimately concerned about the role education will play in the future in the lives of each of us; an education that meets the ever-changing needs of our society, our nation, and our world.

A laboratory school that deliberately plans diversity into its future has certain advantages over other agencies attempting to bring about change and educational improvement. Such a school can be an otherwise non-existent bridge between a university and the public schools. Without this bridge the university's power to influence education is diminished and visa versa. Opportunities to blend theory and practice will be greatly enhanced by having a laboratory school that refines and redefines these linkages.

The EBLs will need to be a source of stimulating new ideas. The opportunity to have direct experience with students, teachers, parents, and the multitude of problems and influences that make up the real environment of education is key to such stimulation. From direct experiences in a laboratory setting, ideas and concepts will have more profound impact on the total learning experience. The EBLs will provide not only the local school district, but the entire state with innovative ideas and practices in education.

The EBLs also will have to be flexible enough to be a place where educational research, demonstration, modeling, and development can be carried out. Most public schools do not want the high risk of first-level research, development, or innovation in their schools. They prefer to have such work "debugged" somewhere else before they are willing to try it. The Edith Bowen Laboratory School will take such risks because students, parents, and patrons understand this process as being vital to the mission of the school. The idea of having research, instruction, modeling, evaluation, and teacher training all wrapped together in one school is not only novel, but vital in that the laboratory school is a unique enterprise that can serve as a natural link between university scholars and

practitioners in education. When the members of the Edith Bowen Laboratory School faculty together with their public school partners complete their development and evaluation stages, they become a team and then function as trainers of inservice leaders ultimately developing a statewide cadre of trainers who in turn will train others.

During the next five years, the Edith Bowen Laboratory School should place specific emphasis and focus on key areas as identified by the Advisory Board. These areas will be of support to departments and projects throughout the University, the local cooperating public school districts, the Utah State Office of Education, and the state and nation as a whole.

Some of these areas of emphasis might include:

1. Science/Society/Technology and their impact on elementary education.
2. Experiential learning processes.
3. The development and demonstration of thinking skills programming.
4. The importance of clinical experiences and the development of clinical knowledge and skills for pre-service elementary teachers.
5. Research activity in curriculum and instructional processes involving the faculty in the study and development of new knowledge.
6. Opportunities for cooperative and collaborative research with university departments in addition to the College of Education.
7. Pilot and evaluation programs and the related teaching demonstration programs which enable the EBLS to work with other elementary schools throughout the state resulting in improved relations and student outcomes.
8. Improved dissemination program of research-based materials.
9. The establishment of a clearing house of information dealing with research, curriculum, and practices in the elementary school focusing on Science/Society/Technology.
10. The utilization and establishment of a state-wide dissemination center where programs, materials, and curriculum can be distributed including in-service education programs.
11. The development and dissemination of a periodic newsletter outlining current activities and programs at the Edith Bowen Laboratory School (to be coordinated with the USOE Research/Resource Library newsletter.)
12. Dissemination of research information related to clinical experiences and the development of clinical knowledge and skills of pre-service elementary teachers to other universities in Utah and across the country.
13. Faculty involvement in presentations, workshops, in-service, or university instruction.

Appendix B



November 1, 1990

EDITH BOWEN ADMISSION POLICY

The Edith Bowen Laboratory School seeks to provide a unique and quality educational experience for every student enrolled. To accomplish this Edith Bowen has established a specific Mission and Goal Statement.

The four basic goals of the mission are:

1. To provide a high quality education for the elementary students enrolled.
2. To provide a lab setting for the training of preservice teachers.
3. To conduct development activities and validate research in elementary education and related fields.
4. To disseminate broadly the results of research and innovative and effective school programs.

Parents who make application for their children to attend Edith Bowen should be aware of the following:

1. The Edith Bowen School benefits greatly from parent involvement in the school as PTA volunteers, room parents, field trip chaperons, special activity assistants, etc. Parents who make application to the school should be aware that parental participation is encouraged and expected.
2. One of the school's prime objectives is to conduct educational research. Educational research projects are chosen and overseen by the school's director, research coordinator, and Advisory Board. All research activities fall within the guidelines established for the school and meet both public school and university practices. Parents who do not wish to have their children participate in any such research projects should not seek admission to the school.

Parents should also realize that the operation and organization of Edith Bowen is controlled to a great extent by its mission and its collaborative partners. (Utah State University, Logan, Cache, and Box Elder School Districts, and the Utah State Office of Education.) From time to time, Edith Bowen's mission, goals and programs could change as dictated by the needs of these partners and conditions in the state.

3. Candidates for admission will be selected through the process outlined in this document. Parents who have children on waiting lists should understand that they must annually, in writing, notify the school of their intent to have such children remain on the list between January 1, and January 31 of each year. They must also notify the school, in writing, of any changes in residence, or phone number. Parents who do not notify the school on an annual basis will have their child's application deleted from the waiting list.

It is also the responsibility of parents who have children in the school to notify the school in writing of any siblings and make formal application for them.

4. Each year, in collaboration with the school's advisory board, the admission policy will be reviewed to see if any changes or modifications are necessary.

Procedures

Parents desiring to have children attend Edith Bowen must submit an application to the school for each child they wish to be considered for enrollment. Students will be placed in the appropriate grade level applicant pool and will be selected based on the following selection criteria:

Selection Criteria

Earliest Application Date: As a general rule, children in each grade level shall be admitted to that grade level by being chosen from the list based on earliest application date. However, because of Edith Bowen's unique mission, parents need to understand that other selection criteria must be considered in the selection process in order to maintain overall balance in the school's student population.

The following criteria must also be used in the selection of students for admission:

1. **District Status:** Annually contracts are made with the cooperating school districts that specify the maximum number of students that can come from any one district. These percentages (48 % Logan (160), 45 % Cache (150), 7% Box Elder (22)) must be maintained and considered in the application process.
2. **Sex:** The population of students at Edith Bowen need to have a near equal number of males and females in each classroom.
3. **Siblings:** Edith Bowen desires to keep family units together as much as possible. Priority shall be given to children who have a sibling(s) attending Edith Bowen. However, if a child is admitted from the list for a given school year, that child's brothers or sisters shall not automatically be given sibling priority for admission until the next year's admission period, or until space becomes available in the appropriate class. Selection criteria items one and two must also be met in any sibling admission.

Children who have brothers or sisters who attended Edith Bowen in the past, but who are not enrolled at the time of application, shall not have priority status, but shall be considered for admission based on the application date and other selection criteria. The "sibling priority rule" shall not apply to that child.

4. **Multi-Cultural/Foreign:** Edith Bowen seeks to maintain a diverse and culturally representative student population. A minimum schoolwide population of 10 % multi-cultural/foreign students will be considered during the admission process. By Utah state definition, classification is based on the following groups: American Indian or Alaskan Native, Hispanic, Asian, Pacific Islander, Black, or students with foreign parentage.

Application for Kindergarten:

Application for kindergarten will follow the same criteria as written above. However, parents applying for kindergarten admission must understand the following items:

1. Selection of kindergarten students will be done according to the following district pools and demographic needs:

<u>Logan</u>	<u>Cache</u>	<u>Box Elder</u>
13 boys	12 boys	1 boy
13 girls	12 girls	1 girl
26 students	24 students	2 students

2. There is generally a high ratio of siblings on kindergarten lists. These siblings will be given priority, as stated in the previous procedures, as long as district and sex criteria are met. All other openings for kindergarten admission will follow stated procedures (date of application, district, sex, multi-cultural /foreign.)
3. Selection of kindergarten students will be done during April so that the appropriate kindergarten screening can be conducted.
4. Children entering Edith Bowen must be five years of age on or before September 1 of their entry year. All children must be examined by a licensed physician and certified free of any contagious disease. Immunization records and valid birth certificates shall also be required of students being admitted to kindergarten.
5. This process will be continued through September 1, of 1995. All students currently on lists will be given consideration for admission, however, beginning in January 1996 all applications to kindergarten, and any kindergarten year following, would be done during an enrollment period running from January 1, to April 1 preceding fall enrollment for kindergarten. This means that no preschool waiting list will be maintained after 1995.

Other Considerations:

1. Edith Bowen has limited services for "at risk" students. Students having needs beyond the scope of what Edith Bowen can provide will be required to have a meeting between Edith Bowen and school district personnel to determine what placement would be best for the student.
2. No deferments will be allowed for students who have been selected for admission to the school. Students whose families receive a job related leave of absence, may be considered for readmission if openings are available.
3. Any appeals to the admission process must be made in writing to the director of the school. After consultation with the director if further review is needed, an admissions committee will be convened which will consist of the school's director, admission secretary, one Edith Bowen teacher, one parent member of the Edith Bowen PTA, and one parent who has a child on the waiting list. Decisions of this committee will be final.
4. Failure of a parent to comply with the Edith Bowen Admission Policy, or the willful providing of false or misleading information, shall constitute the basis for denial of admission.

** Approved by Edith Bowen Advisory Board November 2, 1990

Explanation of Admission Process
Sample Case

To help you understand how the selection and admission process would work using an actual grade level admissions pool, we have prepared a possible scenario using "fictional" third grade admissions pool. (See opposite side)

If, per say, an opening occurred in third grade at Edith Bowen during the school year, the following process would be followed:

1. A Logan girl moves with her family out of state.
2. To replace her, we would go to the third grade, Logan admissions pool and look at the applicants in that pool. We would first look at Marie Curie since she had the earliest application date. However, since Betsy Ross is a sibling on that list and meets both the district and sex criteria, she would be selected to fill this opening. If upon calling her family they decided for her not to attend, then Marie Curie would be selected for this opening.
3. If in the process for selecting a replacement no Logan girls chose to come to Edith Bowen, then the process would move to the Cache District and the girl with the earliest application date, Abigail Adams, would be selected to fill the opening. If she chooses not to attend, then this process would continue in such a manner until the opening is filled.

SAMPLE
Admissions Pool
Third Grade 1990-91

LOGAN DISTRICT

<u>BOYS</u>	APPLICATION DATE	STATUS	<u>GIRLS</u>	APPLICATION DATE	STATUS
Edison, Thomas	02-04-83		Curie, Marie	09-16-85	
Fox, Michael J.	01-30-87		Luce, Claire Booth	05-28-87	
Garfield, James	08-01-88		Ross, Betsy	02-04-88	S
Shankar, Ravi	06-01-89	MC/F	Walters, Barbara	03-20-89	

CACHE DISTRICT

<u>BOYS</u>	APPLICATION DATE	STATUS	<u>GIRLS</u>	APPLICATION DATE	STATUS
Abbott, Bud	09-16-85		Adams, Abigail	08-01-86	
Costello, Lou	04-09-87	S	Bush, Barbara	06-04-87	
Eisenhower, Dwight	06-30-89		Carson, Rachel	05-28-87	
Wayne, John	07-19-90		Pauley, Jane	08-03-89	

BOX ELDER DISTRICT

<u>BOYS</u>	APPLICATION DATE	STATUS	<u>GIRLS</u>	APPLICATION DATE	STATUS
Agnew, Spiro	02-07-86		Antoinette, Marie	02-23-88	MC/F
Barnum, P.T.	03-08-86		Lindbergh, Ann	07-13-89	
Einstein, Albert	10-07-88		Roosevelt, Eleanor	08-19-89	
Namath, Joe	11-13-89		Striesand, Barbara	10-07-90	

Students: 24

Logan	8	S	2
Cache	8	MC/F	2
Box Elder	8		
Total	24		



Edith Bowen's Tool Box

For every successful job, the skillful craftsman uses the appropriate tools.

Project

Tools

- | | |
|----------------------------------|--|
| 1. School Vision & Goals | 1. Edith Bowen Mission Statement
2. Edith Bowen Master Plan
3. Edith Bowen "Commitment to Quality Education" |
| 2. School Climate | 1. "Making School A Great Place!" Program
2. William Purkey's Invitational Education
3. PTA's Every Parent Involved Program |
| 3. School Programs & Improvement | 1. Edith Bowen's Partnership
2. Edith Bowen's Advisory Board
3. Edith Bowen's Faculty & Staff
4. Edith Bowen's Families |
| 4. Curriculum | 1. Unified Studies
2. Early Childhood Learning Communities
3. Edith Bowen's Technology Enhanced Model of Schooling |
| A. Language Arts/Reading | 1. Open Court Program
2. Whole Language Strategies
3. Writing Across the Curriculum
4. "Novel" instruction and Integration
5. Journal Writing
6. Literature Discussion Groups |
| B. Math | 1. Harcourt, Brace, Jovanovich
2. Math Our Way
3. Calculator Math
4. Real Life Problem Solving |
| C. Science | 1. Unified Studies Units
2. Hands-on Science (Science TIME)
3. Process Skills
4. Real Life Problem Solving |
| D. Social Studies | 1. Unified Studies Units
2. Historical Novel Integration
3. Current Events
4. Student Initiated Projects |
| E. P.E. & Health | 1. USU Swimming
2. The D.A.R.E. Program
3. Individualized Class Instruction |

- | | |
|---------------------------------|---|
| F. Technology | <ol style="list-style-type: none"> 1. Technology Center & Writing Lab 2. Technology Demonstration Center 3. EBTV 4. WICAT Computer Learning Center 5. Laser Disk/Video Use & Instruction 6. Calculator Use |
| G. Media | <ol style="list-style-type: none"> 1. Library/Media Training Program 2. Book Talks |
| H. The Arts | <ol style="list-style-type: none"> 1. Unified Studies 2. Artists in Residence Programs 3. Vocal Music 4. Orchestral Music 5. Assemblies & Programs |
| 5. Instructional Strategies | <ol style="list-style-type: none"> 1. Depth vs. Breadth 2. Teacher as Facilitator Model 3. Cooperative Learning 4. Multiple Models of Teaching 5. The "Talents" Model |
| 6. Management Strategies | <ol style="list-style-type: none"> 1. Positive Invitational Leadership 2. Natural Consequence 3. Individual Responsibility 4. Cooperative Learning |
| 7. Assessment & Evaluation | <ol style="list-style-type: none"> 1. Individualized Student Educational Portfolios 2. Edith Bowen Foundational and Unified Skills and Competencies 3. Balanced Multi-dimensional Assessment Strategies 4. Edith Bowen's S.E.P. Process |
| 8. Preservice Teacher Education | <ol style="list-style-type: none"> 1. USU Level III Program |
| 9. Research & Development | <ol style="list-style-type: none"> 1. R&D Guidelines 2. The Edith Bowen Partnership 3. Faculty Roundtables and Inservice |
| 10. Dissemination | <ol style="list-style-type: none"> 1. "The Collaborator" 2. Outreach Workshops & Inservice |
| 11. Financial Structure | <ol style="list-style-type: none"> 1. Annual Contracts with Partners 2. The Edith Bowen Endowment Fund 3. Grant Efforts |

Appendix C

Sources of Funding 1992-93

Agency	Program	Amount
Utah State Board of Education (Diss. Contract)	Position for Dissemination / Research and Development Coordinator (1 FTE plus benefits & materials)	\$ 27, 800.00
Logan, Cache, and Box Elder School Districts (E&G Contract)	WPU Flow-through for School / Faculty / Student Support (12 FTE - Student Enroll. approx.332) 1	\$417,842.00
Logan, Cache, and Box Elder School Districts (Ex. Cat. Contract)	Program support, instructional supplies, materials, and equipment for students, Career Ladder support for faculty. 2	\$ 54,785.00
Logan, Cache, and Box Elder School Districts (Research Contract)	Support for collaborative research efforts between the cooperating agencies. 3	\$ 42,121.00
Logan and Cache School Districts (Resource Contract)	Support for a 1/2 time Resource Program for eligible students at Edith Bowen (1/2 FTE plus benefits) 4	\$ 12,800.00
Utah State University (E&G)	Professional Faculty / Administrative support, benefits, operations and maintenance. (Estimated) 5	\$235,091.00

- 1 Final amounts are calculated on year-end attendance reports from each school district and are adjusted to the final WPU figure. This figure is based on a WPU of \$1371.00 x ADM enrollments as per contract guidelines.
- 2 Final amounts are calculated on year-end attendance reports from each school district and are calculated at the ADM x WPU x 12% as specified in district contracts.
- 3 Final Amounts are calculated as per agreement in the Edith Bowen Master Plan.
- 4 Final amounts are calculated as per contracted agreements with cooperating districts.
- 5 Edith Bowen also receives support from Utah State University for building maintenance and upkeep and physical operations.

Grants, Donations, and Other Funding Sources 1992-93

Grants

Early Childhood Education Grant	Emma Eccles Jones Foundation	\$100,000.00
Educational Technology Initiative	State of Utah	\$37,000.00
Early Childhood Learning Communities/Unified Studies Projects	Logan, Cache, Box Elder School Districts	\$34,500.00
Books & Beyond Reading Enhancement Project	Logan, Cache School Districts Utah State Office of Education Utah State University	\$11,000.00

Donations (In-kind and actual funding)

National Energy Foundation	Energy Education Materials Grant	\$ 800.00
Hardee's Family Restaurant	In-kind Support - Recognition	\$ 450.00
Skippers's Seafood Restaurant	In-kind Support - Recognition	\$ 250.00
Sherwood Hills Resort	In-kind services - Skiing	\$1,000.00
Herman's Sporting Goods	In-kind ski rental	\$ 800.00
Edith Bowen PTA	Community/patron support Support for playground equipment	\$1,000.00
Whittier - Edith Bowen Endowment Fund	Individual / Corporate donations (Cash) (In-Kind Donations)	\$3,530.54 \$1,120.31

Other Income Sources

1992 Summer "Kid Camps"	Tuition from participants	\$13,800.00
Total		<u>\$205,250.85</u>

Appendix D

The COLLABORATOR

"Educational Excellence Through Partnerships"



EDITH BOWEN LABORATORY SCHOOL

APRIL 1992 • VOL. 3 • NO. 9

COLLEGE OF EDUCATION UTAH STATE UNIVERSITY

Edith Bowen Actively Involved in the Implementation of the Utah State Public Education Strategic Plan 1992-97

by Prent Klag, Director

The Edith Bowen Laboratory School wholeheartedly supports the work of the Utah Legislature, the Office of the Governor, and the Education Strategic Planning Committee for their work on the development of a Utah State Public Education Strategic Plan 1992-1997.

While it is hoped that in future legislative sessions funding will be provided to meet many of the expectations of the strategic plan, the Edith Bowen Lab School is currently implementing, or planning to implement, many of the strategies and plans outlined in the document.

While this strategic plan outlines tasks for all stakeholders in Utah, we at the laboratory school feel that we have, as part of our mission, the duty and obligation to model many of the items being promoted.

We also believe that educational change aimed at helping educate students in the best way possible takes cooperation and collaboration from everyone from the school level, to the community level, to the state level.

The Strategic Plan outlines a nine point summary which includes the following items:

1. Accountable outcome based system
2. Choice of Schools
3. Schools autonomy for obtaining results
4. Teacher compensation and professionalism
5. Client involvement in shaping academic/occupational outcomes
6. Use of technology
7. Improvement through research and development
8. Business and industry involvement in education
9. Educating the stakeholder



Supporting these nine areas are eleven strategies with accompanying action plans that were developed by the various strategic planning committees. Within the scope of Edith Bowen's mission, the school is currently working on implementing the following strategies and action plans. Edith Bowen has done considerable work within Strategy II (world class curriculum) and Strategy VI (technology utilization).

Strategy I: Redesigning the educational system.

- Action Plan 1: Edith Bowen is developing a system whereby students advance by demonstrating competency, and not by hours, grades, or seat time.
- Action Plan 3: Edith Bowen wholeheartedly supports site-based funding and the autonomy to make site-based decisions on behalf of the best interests of its students and patrons.

Strategy II: Developing a world class curriculum.

- Action Plan 1a: Edith Bowen ensures active student involvement in the learning process by having students, parents, and teachers actively involved in the SEOP process. They also support the teachers' role as a facilitator of learning. Edith Bowen actively pursues hands-on applications of learning experiences by providing meaningful educational experiences for students at a variety of levels. The school encourages positive reinforcement and self-esteem development with all its students.
- Action Plan 1d: Edith Bowen promotes a climate that encourages high expectations for academic excellence and ensures that students are able to work towards, and meet, those expectations.
- Action Plan 2a: Edith Bowen provides teachers with a variety of needed resources that includes networked computers, informational data bases, a variety of educational support technologies, textbooks, and other curriculum needs that support educational goals for students.
- Action Plan 2b: Edith Bowen believes that teachers should be empowered to make decisions and judgments on the needs of their students and that they need to be treated in a professional manner.
- Action Plan 3: Edith Bowen believes in implementing a variety of teaching strategies which includes, but is not limited to, cooperative learning, hands-on experiences, integrated interdisciplinary learning, technology integration, action research, higher level thinking skills, and other models and strategies of instruction.
- Action Plan 4: Edith Bowen encourages parent participation, the use of volunteers, and paraprofessionals in accomplishing SEOP's outlined for students. The school believes that the community as a whole should be a resource from which active involvement in schools is promoted.

Action Plan 5: Edith Bowen has developed its own unique set of competencies based upon the Utah Core Curriculum, as well as needs outlined by students and patrons. They believe in a well established integrated curriculum that promotes depth versus breadth in content mastery, character development, thinking and problem solving skills, technology integration, and career planning.

Action Plan 5a: Edith Bowen is currently developing a portfolio system which uses multiple means of assessing and evaluating student progress. Key to student portfolios is the documentation of demonstrable skills and abilities.

Action Plan 6: Edith Bowen believes that in order for students to be life long learners, they must be able to explore concepts in applicable real-life settings and be able to exhibit an understanding of learning processes rather than simply memorizing facts.

Action Plan 7: Edith Bowen believes in connecting school learning with real life through its "Unified Studies" integrated thematic approach to learning.

Action Plan 8b: Edith Bowen also believes that principle-centered character development education must be an integral and integrated part of all instruction.

Action Plan 8c: Edith Bowen believes that in order for students to do well at school, they must feel good about themselves, their own personal uniqueness, and have a positive self-esteem. The school believes in providing students with the most positive experience they can have in order to accommodate the best learning opportunities possible.

Action Plan 9: Edith Bowen believes that students should apply thinking skills throughout their education and that these thinking skills become tools from which life long learning and problem solving can be accomplished.

Action Plan 10a: Edith Bowen promotes a "Technology Enhanced Model of Schooling." This model assures that students and teachers have access to a diverse range of technology supplies and equipment which enables them to both learn and teach in the most productive and effective manner possible.

Action Plan 11: Edith Bowen believes that students must be educated with a global perspective. Understanding other countries, and other people, is essential for helping students learn and live in the 21st century.

Action Plan 12a: Edith Bowen believes that public and private partnerships should be sought after in order to establish sites of educational excellence for students.

Strategy V: An environment for training school communities.

Action Plan 2: Edith Bowen Laboratory School, in cooperation with the College of Education at Utah State University, actively seeks to improve the training of preservice teachers and inservice teachers as outlined in its mission and is committed to improving greater collaborations and efforts in preservice teacher education programs. Through these efforts preservice and current teachers will be become acquainted and equipped to deal with issues outlined in Utah's Educational Strategic Plan.

Strategy VI: Employing technology improve teaching and learning.

- Action Plan 1: Edith Bowen has provided each teacher with a computer on a Local Area Network (LAN) with the intent of helping them both in instructional and management needs. Students at the school are provided opportunities to work with a variety of computers and software in both classroom and laboratory settings.
- Action Plan 2: In Edith Bowen's "Technology Enhanced Model of Schooling" the school is piloting a variety of technology projects relating to the use of CD Roms, laser disks, and other instructional technology applications.
- Action Plan 6: Edith Bowen has created a model learning environment in terms of technology that fosters experimentation and research, and is attempting to find ways to link homes, schools, universities, and communities.
- Action Plan 13: Within the Edith Bowen Lab School's Anne Carroll Moore Library, a state of the art resource information system and clearing house of information is being established to both gather and disseminate educational ideas, resources, and curriculum.



Strategy VII: Installing an assessment information retrieval system.

Action Plan 1 Edith Bowen is currently in the process of developing and experimenting with software that provides parents, students, and teachers with desirable student assessment information based upon a computerized portfolio concept.

Action Plan 2 Edith Bowen has a plan for measuring student progress and achievement through multiple measures. This comprehensive plan looks at student academic, intellectual, social, emotional, and personal needs and competencies.

Strategy XI: Expanding school and business partnerships.

Action Plan 3 Edith Bowen Lab School is actively pursuing promising partnerships and opportunities with businesses, corporations, and associations locally, nationally, and internationally that enhance student learning and facilitation of Utah's Strategic Educational Plan.

Edith Bowen welcomes visitors throughout Utah and the nation to see these strategies being implemented. The school understands that change and renewal is a never ending process. It is committed, however, to providing the best education it can for its students, to be receptive to the needs of its patrons, and to be supportive of state sponsored programs and initiatives.

Food For Thought . . .

Education: What Futurists Recommend

By Prent Klag, Director

In the September 1989 issue of *Educational Leadership* an article was published by Steve Benjamin entitled, "An Idealscape for Education: What Futurists Recommend." In a very comprehensive way he analyzed both educational and societal futures literature. His research yielded themes that covered education, economic, societal, and world trends. From the literature, he reported 15 key recommendations made by several well known futurists and educators. In synopsis, and in order of their most frequent appearance in the literature, they are as follows:

1. **Active Learning** - Futurists call for active learning by students. Students must engage in the process of learning. Hands-on, real life encounters are what students are most in need of to be successful in our future world.
2. **Higher Cognitive Skills** - Futurists suggest that because of the nature of future society that is, technological, global, interdependent, overloaded with information, and change driven, students and citizens must be able to think critically, uncover bias and propaganda, reason, question, inquire, think holistically, be creative, and remain intellectually flexible.
3. **Service Learning** - Futurists believe students should have active learning and interaction with adults and community agencies and organizations. Real service and commitments should be made by students so that a service ethic is cultured rather than unbridled self interest that is now so prevalent.
4. **Past-Present-Future Focus** - Education should move from past oriented curriculums to past/future oriented curriculums. This could enable students to have a much greater awareness of alternatives and the consequences of actions.
5. **Lifelong Learning** - Because knowledge and skills become obsolete more rapidly, education can not be reserved for only the early years of life. Formal, nonformal, and informal modes of education are needs of all members of our population throughout their lives.
6. **Whole-Person Education** - Futurists criticize traditional education for emphasizing cognitive aspects while failing to recognize the importance of other components of ones' personality. Those include an awareness of mind, body, feelings, spirit, imagination, and the like.
7. **Coping with Diversity** - With greater and expanded opportunities in communication, travel, and contact with other people and cultures, students need to expect, understand, and cope with change, diversity, and international interdependence. Students must be able to be flexible and deal with ambiguities.

8. **General Education** - Futurists believe that students need to think like generalist not specialists. A general and liberal education allows a broad vision and provides for the ability to see many dimensions and problems associated with life.

9. **Transdisciplinary Education** - In the future, learning will be centered around ideas and problems, not fragmented into discrete subject areas and periods. Futurists call for curriculums that are activity and idea based. The complexity of today's problems requires us to draw solutions from knowledge in a variety of fields and disciplines.

10. **Personalized Learning** - Futurists advocate personalized education which emphasizes the acquisition of learning goals according to the abilities of individual students without adherence to arbitrary schedules, placement, grades, or criteria.

11. **Process Approach** - Because knowledge in the future will have short half-lives, there will be the need to redefine knowledge with an emphasis on "how to learn" rather than "what to learn." There will need to be a movement from a knowing to a searching emphasis.

12. **Education for Communication** - Futurists stress the importance of interpersonal communication and "peopleing" skills. Survival skills in the future will include the speaking of multiple languages and being able to effectively work and communicate with a diversity of people.

13. **Early Childhood Education** - Because of changing family structures and societal conditions, the importance of early, quality, preventative education is essential to meet the needs of growing, young children. Focus and attention at the early grades could greatly reduce problems and frustrations at higher grades, eventually all the way to college.

14. **Small Structure** - Futurists believe that schools are too big. They believe that schools should be modeled more after the family than big business. For overall effectiveness both in terms of educational, personal, and social needs, schools needs to be scaled down to meet human needs.

15. **Awareness and Action** - The future may arrive ahead of schedule. With proper future-oriented pedagogical, curricular, and organizational changes, we can help students meet the challenges of a new age.

Benjamin, S. (1989). An Idealscape for Education: What Futurists Recommend. *Educational Leadership*, Sept., Vol 47, No. 1.

EBTV Digs For News Edith Bowen Reporters Keep Kids Informed

By Lyn Fisher
Logan Herald Journal Staff Writer



The news anchors cleared their throats and straightened in their chairs, the computer prompter was readied and then lights... camera... action, as the camera zoomed in on the EBTv logo hanging on the wall behind the news desk.

All the excitement of the broadcast news world was present. The only difference is the camera people, anchors, and weather forecasters are nine- to 11-year-old elementary students who attend Edith Bowen Laboratory School at Utah State University.

The program, conceived by Edith Bowen Director Prent Klag in 1991, gives students a chance to plan, edit, write and stage a news video that is broadcast each Monday to classrooms throughout the school via close-circuit television.

The first broadcasts were "real live," but the students have since developed a very polished program, Klag said.

Responsibility for the program is rotated through fourth- and fifth-grade classes, giving those students a chance each week to try their hand at scriptwriting, acting, and various technical aspects associated with broadcast production.

"It's all kid-generated kid's stuff," Klag said.

The broadcasts may include birthday greetings, special recognitions, announcements, along with local and national news, weather, and sports. They have also grown to include innovative programming conceived by the kids.

A rising reporter is filmed as he or she asks students questions such as "What would you do with a million dollars?" and "What are some of your family's Thanksgiving traditions?"

In one segment, three students, with sun-

glasses propped on top of their heads, critique the movie "The Addams Family" complete with an appearance from Cousin It. "Well, it's really a good kid's show but what do you think about..."

and ending with an "Hasta la vista, baby" as their sunglasses drop to their noses.

Fourth-grade teacher Suzanne Behrns said when the students come up with their ideas she sometimes thinks "I don't know..." and then "I'll let them do it. They're usually the ones kids in the school think are the most fun."

Not only are the fourth and fifth grade students having fun with this

project, but the other kids love it, Klag said.

"Anytime they see themselves on TV it's special." Some of the younger kids thought the whole world was seeing them on television, he said.

Equipment required for the broadcast is minimal. Using video cameras and VCRs purchased

through state ETI funds, the students learn to edit their taped segments onto a master tape. They also learn how to handle the camera and what not to do, like shoot directly into the lights, Behrns said.

The children are also learning valuable skills such as writing, creative thinking, organization, situation evaluation, decision making, and problem solving, she added.

"I give some advice but I don't want to put my fingers into it," Behrns said. And because they're "in charge" the kids feel a real sense of accomplishment and ownership.

"All the time we're thinking of better ideas and learning how to use the camera better," said Tyler, 10-year-old son of Mary and John Kirschbaum, Logan.

"And if we do a boo-boo, we just show something else," fourth-grader Riley, son of Sandy and Keith Shaw, Logan, added.

Next year the school will be adding a video mixer and graphics editor to their equipment.

Watching the kids seat USL basketball player Jay Goodman in the school's media center, start the camera rolling and begin their questions with "Is it your dream to play in the NBA?" Klag kiddingly said "CNN may pick this up."

And even if they don't, he adds that, for the kids it's "great, it's fun, and it's theirs."

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Appendix E

Edith Bowen Lab School Evaluation Committee

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Appendix F

Edith Bowen Lab School Evaluation Team

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